

Brown Bears Nursery

St Benet Fink, Church Hall, Walpole Road, London, N17 6BH

Inspection date

Previous inspection date

09/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children form secure attachments with their key person and other staff and are happy and well settled.
- The indoor provision is bright and welcoming, with a wide range of accessible resources, providing effective learning opportunities across all areas of learning.
- Parents are given good information about children's progress in their learning and are able to contribute to the assessment process.
- Children gain confidence and independence skills as staff encourage them to make choices and do things for themselves.
- Staff have a good awareness of how children learn and use a range of age appropriate teaching methods to help them make effective progress.

It is not yet outstanding because

- There is room to improve the opportunities for children to access further learning experiences in the outdoor area.
- Methods for reviewing teaching are not fully embedded to ensure consistency of practice.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the nursery, the garden and conducted a joint observation with the manager.
- The inspector looked at staff files, curriculum planning and children's assessments.
- The inspector took account of the views of parents from information provided by the nursery and through short discussions.
- The inspector checked evidence of suitability and qualifications of practitioners.
- The inspector spoke with the registered provider, manager, staff, parents and children.

Inspector
Dawn Burley

Full report

Information about the setting

Brown Bears Nursery registered in 2013. It operates from a church hall in North London and is open from 8am till 6pm Monday to Friday for 49 weeks of the year. It is one of two nurseries in the Brown Bears Nursery chain. The nursery serves the local area and is accessible to all children. It operates from one main room and there is an allocated area for younger and non-mobile children. There is an enclosed garden for outdoor play. There are currently 11 children on roll and the nursery employs five members of staff. Of these, three hold appropriate early years qualifications at level 3 and two hold these at level 2. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. Children attend for a variety of sessions. Systems are in place to support children with special educational needs and/or disabilities, and children who are learning to speak English as an additional language.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- regularly review teaching methods to ensure there is consistent monitoring of staff performance and the progress of children's achievements
- develop the use of the outside area to provide opportunities that enable children to learn across all areas of learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff care for children very well in this welcoming, inclusive and children-centred nursery. They have a clear understanding of how to meet the learning and development requirements as set out in the Statutory Framework for the Early Years Foundation Stage. Therefore, children make good progress.

The educational programme is well balanced and implemented successfully by staff who have a secure knowledge of how to promote the learning of young children. They happily navigate around the environment, supported well by staff. For example, children confidently access resources independently and move them from one area to another to develop their own ideas in play. Staff know the children well and have formed strong relationships which supports the learning and well-being of children.

Children show a keen interest in looking at books and singing. They access books independently throughout the session and enjoy reading and singing with adults during a

daily small, age appropriate group time. Staff support children's language development through lots of eye level verbal and non-verbal communication; with lots of commentary of the play that children engage in. This works particularly well in modelling the use of language to younger children and those with English as an additional language. Staff also use open ended questioning to encourage children to use language for themselves but this is less consistent amongst the staff team.

Children enjoy good physical activities both indoors and outdoors. They use a variety of equipment such as slides, tunnels, sit and ride toys and a ball pool to practise and extend their physical skills. These experiences enable children to be active, climb and balance. Children also enjoy a story time in the garden with an adult. However, although children enjoy playing in the garden there is scope to offer additional resources to further support children's development in some areas of learning. For example, there are fewer resources outdoors, to help children who have active learning styles to further develop their early writing and creative skills.

Staff use opportunities throughout the routine to encourage the development of maths skills, for example, by counting the bean bags in the cosy area and counting and sorting food during role play. This helps children to apply maths skills and concepts into their play and everyday routine. Children also have access to mark making opportunities in a variety of areas during child initiated play and through planned adult led experiences. This results in children using their early literacy skills when accessing the pencils and paper independently.

Staff teach children about the world around them. When facilitating a creative activity around painting blossom on trees, they encourage children to look at the trees outside, discuss spring time weather and what happens at this time of year. They remind children of prior learning around the life cycle, when they had planted cress seeds. Children are encouraged to look at the cress and discuss if it is growing and why. This helps children to make links in their learning and consider past experiences.

Key persons observe and assess children regularly and clearly identify children's achievements and their next steps for learning. They discuss children's progress regularly, enabling them to plan stimulating and exciting activities in all areas of learning. As a result, children are keen to learn. Parents are encouraged to contribute towards their children's on-going learning and development with the use of a weekly communication book. Here, parents share what children have been interested in and achieving at home and this is used by staff to compliment the setting's planning and assessments. A written summary of each child's progress is shared with parents to keep them informed about their child's learning and development progress. This demonstrates a good approach to valuing information from parents and helps key persons to plan for children's individual learning. Consequently, children are making good progress from their starting points.

The contribution of the early years provision to the well-being of children

The environment is safe, well-resourced and welcoming to children and visitors. Staff are deployed well around the provision to ensure children are supervised and supported in their learning and exploration of the environment. There is a protected, cosy, age appropriate area for younger children and a place for children to relax and sleep. This helps to support children's differing routines and individual needs throughout the session. Children have access to drinking water and fresh well-balanced meals that are prepared on site by the nursery cook. They are involved in setting the table at meal times and opportunities are used to help children to understand how to have a healthy lifestyle, through discussions about healthy foods and preparation, for example. Children also have access to a safe outside space and this supports their understanding of the need for physical activity to keep their bodies healthy.

Children have formed strong bonds and attachments with staff and peers. This is because staff have a detailed knowledge of the individual needs of each of the children in their care. Staff have a caring approach, which reassures children and parents when they first start. For example, children and families are welcomed into the setting to meet staff and spend as much time as needed to settle their child.

Staff demonstrate a good knowledge of safeguarding and use opportunities to help children understand about their own safety during the day. For example, children take part in fire evacuations and staff explain the reasons for not running inside. Staff are good role models, and children display high levels of self-esteem. Staff use praise well to help children recognise the skills they are mastering. For example, using comments such as 'well done, you have put all the books away' Children regularly engage, confidently in interactions with other children and adults. Children behave well and staff understand their role in responding consistently to children. This results in children having a secure knowledge of their routine, boundaries and how to interact with other children.

Children's personal, social and emotional development is good because staff support children in achieving independence by encouraging them to do things for themselves. For example, by attempting to put on their own apron, serving their own snack and pouring their own drinks. This supports children in developing their personal skills in preparation for moving onto nursery and school.

The effectiveness of the leadership and management of the early years provision

Leaders have a clear knowledge and understanding of the welfare and learning and development requirements. Effective safeguarding arrangements are in place. As new staff start at the setting they have an induction which covers the setting's safeguarding procedures and all policies and procedures. Staff can confidently describe the action to take and who to contact if they have any concerns about a child's welfare or well-being. All required policies and procedures that support the effective operation and management of the setting are in place.

The leader follows safe recruitment procedures and ensures all staff are suitable to work

with children. Managers support the development and on-going monitoring of staff performance and quality of teaching well overall, but the system is not fully embedded to ensure consistency. The manager regularly works alongside her staff, and this allows her, for the most part, to assess their performance and monitor the educational provision for children. She plans to develop this monitoring further by introducing a staff observation programme and a more robust tracking and monitoring of process. This will enable her to track children's progress more rigorously.

Staff have regular access to training of their choice. The leader recognises the benefits of staff training to enhance their professional development. She gives particular focus to training that is specific to staff needs, and based on the current cohort of children's needs. This helps keep staff updated, in order to help children learn and make progress

The leader demonstrates a good understanding overall of improvements needed through self-evaluation of staff practice at the setting. Staff have begun to build partnerships with external agencies such as the local children centre and the local authority advisor. These partnerships help to support the quality improvement of the setting as well as the services on offer to parents. Staff have plans in place to contact the local schools to work on transitions for children who will move on to school in the coming years.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY470487
Local authority	Haringey
Inspection number	943994
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	11
Name of provider	Subscription Solutions UK Ltd
Date of previous inspection	not applicable
Telephone number	07808182701

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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